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ABSTRACT

This document presents 10 released items from the Health/Physical Education Missouri Assessment Program (MAP) test given in the spring of 2000 to fifth graders. Items from the test sessions include: selected-response (multiple choice), constructed-response, and a performance event. The selected-response items consist of individual questions followed by four response options, one of which is correct. The constructed-response items require students to construct appropriate responses to questions asked. The performance event includes a series of constructed-response items relating to a specific scenario. These items provide insight into students' ability to apply knowledge in different situations. Materials also include scoring guides and anchor papers for the constructed-response items and performance event. Anchor papers were selected from student papers that were scored by a group of Missouri teachers. They represent the different points possible as established by the scoring guides. Annotations shown with each paper explain the reasons for assigning indicated scores. Items for the Health/Physical Education MAP are organized around nine topics/themes: Body Systems, Consumer Health, Disease Prevention and Control, Physical and Mental Health, Life Management Skills, Nutrition, Physical Fitness and Movement, Safety and Emergency Responses, and Tobacco, Alcohol, and Other Drug Prevention. (SM)

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# RELEASED ITEMS

## Missouri Assessment Program (MAP)
## Elementary Health/Physical Education
## Spring 2000
## Grade 5

**Document Contents:**

From Test Booklet
Session 1-Items 1, 8, 10, 17, and 28
Session 2-Items 10, 12, 17, 18, and 19

Scoring Guides
Session 1-Items 1, 8, 10, 17, and 28
Session 2-Items 10, 12, 17, 18, and 19

Anchor Papers for Constructed-Response Items
Session 1-Item 28
Session 2-Items 10, 17, 18, and 19

**Missouri Department of Elementary and Secondary Education**



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# Introduction

This document presents ten released items from the Health/Physical Education MAP (Missouri Assessment Program) test given in the spring of 2000 to fifth-grade students in districts that volunteered to administer the test. A variety of items are included from Sessions 1 and 2: selected-response (multiple-choice), constructed-response, and a performance event. The Health/Physical Education MAP consists of three sessions to be administered in two class periods, with sessions 2 and 3 to be given during the same class period.

The **selected-response** items consist of individual questions, each of which is followed by four response options, one of which is correct.

The **constructed-response** items require students to construct an appropriate response to the question asked.

The **performance event** consist of a series of constructed-response items that relate to a specific scenario. These items provide insight into a student's ability to apply knowledge in different situations.

Materials also include scoring guides and anchor papers for the constructed-response items and the performance event. Anchor papers were selected from student papers that were scored by a group of Missouri teachers. The anchor papers represent the different points possible as established by the scoring guides. Student work was evaluated against these anchor papers to help determine appropriate student scores. Annotations (in boxes) are shown with each anchor paper to explain the reasons for assigning the indicated score.

Items for the Health/Physical Education MAP are organized around the following nine topics or themes:

Body Systems
Consumer Health
Disease Prevention and Control
Physical and Mental Health
Life Management Skills
Nutrition
Physical Fitness and Movement
Safety and Emergency Responses
Tobacco, Alcohol and Other Drug Prevention

Items in the Health/Physical Education MAP address the following seven Show-Me Content Standards:

In Health/Physical Education, students in Missouri public schools will acquire a solid foundation which includes knowledge of:

1. structures of, functions of, and relationships among human body systems,
2. principles and practices of physical and mental health (such as personal health habits, nutrition, stress management),
3. diseases and methods for prevention, treatment and control,
4. principles of movement and physical fitness,
5. methods used to assess health, reduce risk factors, and avoid high-risk behaviors (such as violence, tobacco, alcohol and other drug use),
6. consumer health issues (such as the effects of mass media and technologies on safety and health),
7. responses to emergency situations.

Items in the Health/Physical Education MAP address the Show-Me Process Standards, including, *but not limited to*:

1.10 apply acquired information, ideas and skills to different contexts…,
3.5 reason inductively from a set of specific facts and deductively from general premises,
4.5 develop, monitor and revise plans of action to meet deadlines and accomplish goals,
4.7 identify and apply practices that preserve and enhance the safety and health of self and others.

# GRADE 5

FROM TEST BOOKLET

Session 1-Items 1, 8, 10, 17, and 28

Session 2-Items 10, 12, 17, 18, and 19

1. **Your best fried shows you a weapon he brought to school and asks you not to tell anybody. Which of these should you do?**

   A. Pretend you never saw it.
   B. Ask your friend to keep it hidden.
   C. Tell a teacher as soon as possible.
   D. Tell your parents when you get home.

8. **Which is the <u>most</u> important reason you should avoid contact with another person's blood?**

   A. The blood may stain your clothes.
   B. Some blood types can cause rashes.
   C. Different blood types should not be mixed.
   D. The blood might be contaminated with disease.

10. **One way over-the-counter medicines are different from prescription medicines is that <u>prescription</u> medicines:**

    A. are usually less strong
    B. are meant only for adults
    C. must be ordered by a doctor
    D. must be brought at a health-food store

17. **John uses his muscular system when he kicks a ball. What two body systems work <u>most closely</u> with his muscular system to help him kick a ball?**

    A. Nervous and urinary
    B. Digestive and skeletal
    C. Respiratory and digestive
    D. Skeletal and nervous

28. **Give two reasons why everyone should follow rules during a game.**

    1. _____

    2. _____

10. **Dan and Jeb have been swimming all morning at the lake. From the dock, Dan sees Jeb struggling in the water. What is one way Dan can best help Jeb without coming in contact with him?**

_____

**Why is it dangerous to come in contact with a drowning person?**

_____

12. **Look at the chart below:**

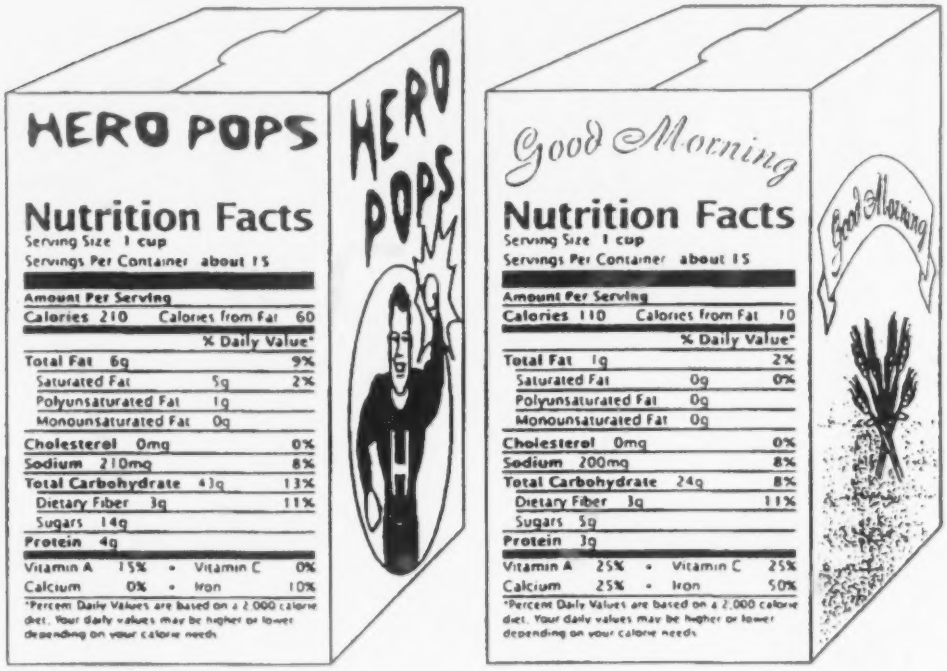
| KELLY'S DAILY DIARY | | | | | |
|---|---|---|---|---|---|
| **Activity** | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
| Sleep (hours of) | 6 | 5 | 4 | 5 | 6 |
| Eat breakfast | Yes | Yes | Yes | Yes | Yes |
| Brush teeth (times per day) | 2 | 3 | 3 | 2 | 2 |
| Exercise (30 minutes) | Yes | Yes | Yes | Yes | Yes |

**Which of these behaviors should Kelly probably change in order to be healthier?**

A. sleeping
B. eating breakfast
C. brushing teeth
D. exercising

## HERO POPS and *Good Morning*

**You are trying to decide between two cereals at the grocery store. You look at the two boxes and compare the information on their Nutrition Facts labels.**



**HERO POPS**

**Nutrition Facts**

Serving Size 1 cup
Servings Per Container about 15

| Amount Per Serving | | |
|---|---|---|
| **Calories** 210 | Calories from Fat | 60 |
| | | % Daily Value* |
| **Total Fat** 6g | | 9% |
| Saturated Fat | 5g | 2% |
| Polyunsaturated Fat | 1g | |
| Monounsaturated Fat | 0g | |
| **Cholesterol** 0mg | | 0% |
| **Sodium** 210mg | | 8% |
| **Total Carbohydrate** 41g | | 13% |
| Dietary Fiber 3g | | 11% |
| Sugars 14g | | |
| **Protein** 4g | | |
| Vitamin A 15% • | Vitamin C | 0% |
| Calcium 0% • | Iron | 10% |

*Percent Daily Values are based on a 2,000 calorie diet. Your daily values may be higher or lower depending on your calorie needs

HERO POPS

*Good Morning*

**Nutrition Facts**

Serving Size 1 cup
Servings Per Container about 15

| Amount Per Serving | | |
|---|---|---|
| **Calories** 110 | Calories from Fat | 10 |
| | | % Daily Value* |
| **Total Fat** 1g | | 2% |
| Saturated Fat | 0g | 0% |
| Polyunsaturated Fat | 0g | |
| Monounsaturated Fat | 0g | |
| **Cholesterol** 0mg | | 0% |
| **Sodium** 200mg | | 8% |
| **Total Carbohydrate** 24g | | 8% |
| Dietary Fiber 3g | | 11% |
| Sugars 5g | | |
| **Protein** 3g | | |
| Vitamin A 25% • | Vitamin C | 25% |
| Calcium 25% • | Iron | 50% |

*Percent Daily Values are based on a 2,000 calorie diet. Your daily values may be higher or lower depending on your calorie needs

Good Morning

17. **Look at the pictures on the two cereal boxes. What group of people does HERO POPS most likely appeal to?**

_____

Give one reason why you think so.

_____

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18. **Look at the Nutrition Facts labels for both cereal boxes.**

What is one serving size?

**HERO POPS**_____ *Good Morning*_____

How many total grams of fat are in one serving?

**HERO POPS**_____ *Good Morning*_____

How many total grams of sugar are in one serving?

**HERO POPS**_____ *Good Morning*_____

What percent of the daily value of vitamin A is in one serving?

**HERO POPS**_____ *Good Morning*_____

What percent of the daily value of iron is in one serving?

**HERO POPS**_____ *Good Morning*_____

19. **Compare the information on the two labels. Write the name of the cereal that is more nutritious.**

Name of cereal: _____

Give two reasons why the cereal you chose is more nutritious.

1. _____

2. _____

# GRADE 5

## SCORING GUIDES

Session 1-Items 1, 8, 10, 17, and 28

Session 2-Items 10, 12, 17, 18, and 19

**Session 1-Item 1 Correct Answer: C-*tell a teacher as soon as possible***

Content Standard
HP 7 responses to emergency situations

Process Standard
4.7 identify and apply practices that preserve and enhance the safety and health of self and others

**Session 1-Item 8 Correct Answer: D –*The blood might be contaminated with disease.***

Content Standard
HP 7 responses to emergency situations

Process Standard
1.10 apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers

**Session 1-Item 10 Correct Answer: C –*must be ordered by a doctor***

Content Standard
HP 5 methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use)

Process Standard
1.10 apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers

**Session 1- Item 17 Correct Answer: D –*skeletal and nervous***

Content Standard
HP 1 structures of, functions of, and relationships among human body systems

Process Standard
3.5 reason inductively from a set of specific facts and deductively from general premises

**Session 1- Item 28: 2 Possible Score Points**

Content Standard
HP 4 principles of movement and physical fitness

Process Standard
4.7 identify and apply practices that preserve and enhance the safety and health of self and others

Key Elements:

- keep players safe
- make the game fair
- bring order to the game
- have fun
- not get penalized/in trouble
- be respectful/sportsmanship

Score Points:
2 points = 2 key elements
1 point = 1 key element
0 points = other

**Session 2- Item 10: 2 Possible Score Points**

Content Standard
HP 7 responses to emergency situations

Process Standard
4.7 identify and apply practices that preserve and enhance the safety and health of self and others

Key Elements:

---

Ways *(one of the following):*

- get help/call/signal for help
- throw Jeb a flotation device/life jacket/inner tube/air mattress/etc.
- extend a pole/oar/stick/rope from the dock or a boat
- reassure him/calm him down

---

Why it is dangerous:
A drowning person may struggle and pull the rescuer under the water.

---

Score Points:
2 points = 2 key elements
1 point = 1 key element
0 points = other

**Session 2- Item 12 Correct Answer: A-*sleeping***

Content Standard
HP 2 principles and practices of physical and mental health (such as personal health habits, nutrition, stress management)

Process Standard
4.7 identify and apply practices that preserve and enhance the safety and health of self and others

**Session 2- Item 17: 2 Possible Score Points**

Content Standard

HP 6 consumer health issues (such as the effects of mass media and technologies on safety and health)

Process Standard

3.5 reason inductively from a set of specific facts and deductively from general premises

Key Elements:

---

Which group:
children/young people/young adults

---

Reason *(one of the following):*

- cute/attractive
- looks strong
- looks like having fun/happy
- cartoon character

---

Score Points:

2 points = 2 key elements
1 point = 1 key element
0 points = other

**Session 2-Item 18: 5 Possible Score Points**

Content Standard

HP 6 consumer health issues (such as the effects of mass media and technologies on safety and health)

Process Standard

1.10 apply acquired information and ideas and skills to different contexts as students, workers, citizens and consumers

Key Elements:

---

Serving size:
*Hero Pops* = 1 cup *Good Morning* = 1 cup

---

Grams of fat:
*Hero Pops* = 6 *Good Morning* = 1

---

Grams of sugar:
*Hero Pops* = 14 *Good Morning* = 5

---

Percent daily value of vitamin A:
Hero Pops = 15 *Good Morning* = 25

---

Percent daily value of iron:
*Hero Pops* = 10 *Good Morning* = 50

---

Score Points:

| | | |
|---|---|---|
| 5 points | = | 5 key elements |
| 4 points | = | 4 key elements |
| 3 points | = | 3 key elements |
| 2 points | = | 2 key elements |
| 1 point | = | 1 key element |
| 0 points | = | other |

**Session 2- Item 19: 2 Possible Score Points**

Content Standard
HP 3 diseases and methods for prevention, treatment and control

Process Standard
3.5 reason inductively from a set of specific facts and deductively from general premises

Key Elements:

---

Name of cereal:
*Good Morning*

---

Reasons *(two of the following):*

- It is lower in fat.
- It is lower in sugar.
- It is lower in calories.
- It is higher in vitamin A/vitamins.
- It is higher in iron/minerals.

---

*Note: Good Morning must be chosen for any credit for this item.*

Score Points:
2 points = 2 key elements
1 point = 1 key element
0 points = other

# GRADE 5

## ANCHOR PAPERS FOR CONSTRUCTED-RESPONSE ITEMS

Session 1-Item 28

Session 2-Items 10, 17, 18, and 19

28 Give two reasons why everyone should follow rules during a game.

1. You can play fair and not cheat
2. So you won't get kick off the team.

Score Point 2
Doc ID# 121685
2 Key Elements
- play fair
- won't get "kick" off the team=not get penalized

28 Give two reasons why everyone should follow rules during a game.

1. So no one will get hurt.
2. if you do you'll most likely win

Score Point 1
Doc ID# 150692
1 Key Elements
- no one hurt = keep players safe
- most likely win – incorrect

28 Give two reasons why everyone should follow rules during a game.

1. so you'll have the strength to do it
2. so you have a chance to practice

Score Point 0
Doc ID# 151083
No Key Elements
- Strength to do it/chance to practice-incorrect

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10 Dan and Jeb have been swimming all morning at the lake. From the dock, Dan sees Jeb struggling in the water. What is one way Dan can best help Jeb without coming in contact with him?

go get help.

Why is it dangerous to come in contact with a drowning person?

they can pull or push you under

Score Point 2
Doc ID# 151704
2 Key Elements
- get help
- pull or push you under = danger of drowning

10 Dan and Jeb have been swimming all morning at the lake. From the dock, Dan sees Jeb struggling in the water. What is one way Dan can best help Jeb without coming in contact with him?

Take him upto shore.

Why is it dangerous to come in contact with a drowning person?

They can pull you under.

Score Point 1
Doc ID# 156142
1 Key Elements
- take to shore – too vague
- pull you under – danger of drowning

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10 Dan and Jeb have been swimming all morning at the lake. From the dock, Dan sees Jeb struggling in the water. What is one way Dan can best help Jeb without coming in contact with him?

Swim out to get him.

Why is it dangerous to come in contact with a drowning person?

It might make them struggle more and use all his energy.

Score Point 0
Doc ID# 124738
0 Key Elements
- incorrect way of helping
- incorrect danger

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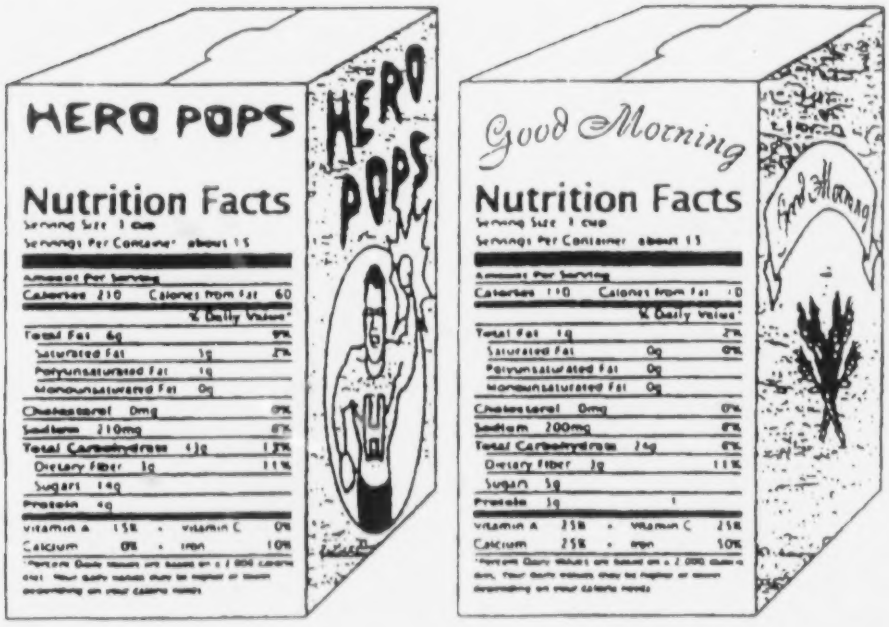


17 Look at the pictures on the two cereal boxes. What group of people does *Hero Pops* most likely appeal to?

Little Kids

Give one reason why you think so.

There is a super hero on the front.

Score Point 2
Doc ID# 124715
2 Key Elements
- little kids
- super hero = cartoon character



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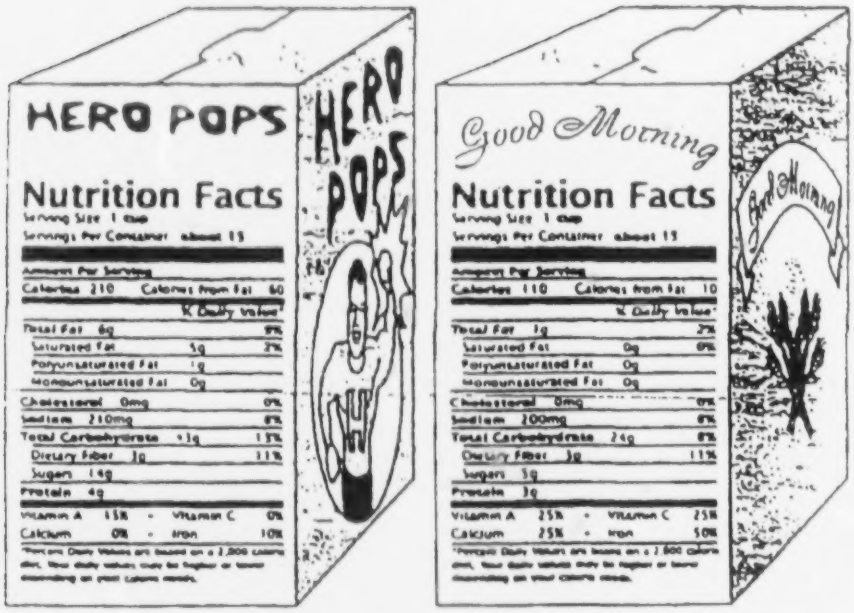


17 Look at the pictures on the two cereal boxes. What group of people does *Hero Pops* most likely appeal to?

Kids

Give one reason why you think so.

because kids like sugery cereal

Score Point 1
Doc ID# 152188
1 Key Elements
- kids
- kids like "sugery" cereal - incorrect

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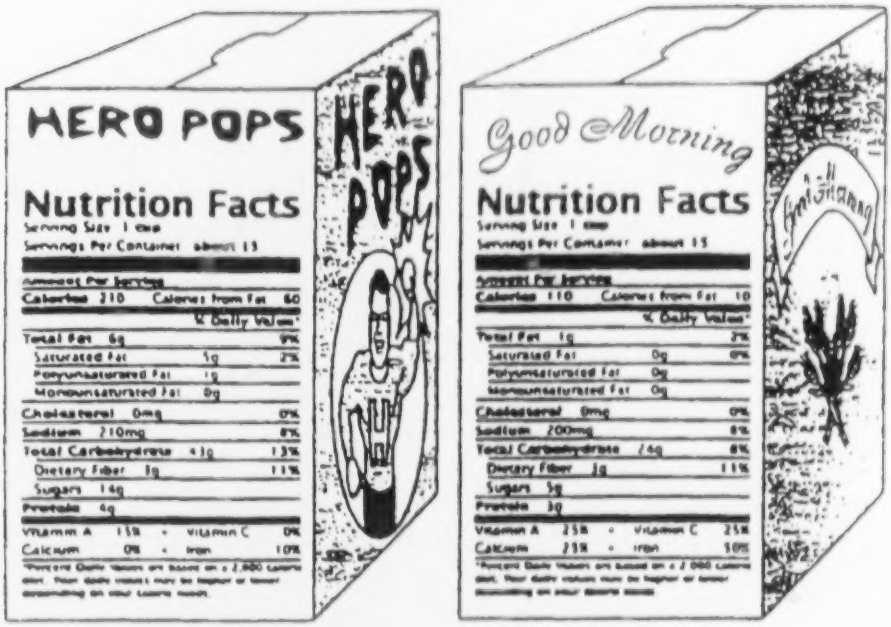


17 Look at the pictures on the two cereal boxes. What group of people does *Hero Pops* most likely appeal to?

People that eats well

Give one reason why you think so.

It has more calories and stuff.

Score Point 0
Doc ID# 156325
No Key Elements
- people that eats well - incorrect
- more calories and stuff - incorrect



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18 Look at the Nutrition Facts labels for both cereal boxes.

What is one serving size?

*Hero Pops* 1 cup *Good Morning* 1 cup

How many total grams of fat are in one serving?

*Hero Pops* 6g *Good Morning* 1g

How many total grams of sugar are in one serving?

*Hero Pops* 14 g *Good Morning* 5g

What percent of the daily value of vitamin A is in one serving?

*Hero Pops* 15% *Good Morning* 25%

What percent of the daily value of iron is in one serving?

*Hero Pops* 10% *Good Morning* 50%

Score Point 5
Doc ID# 113687
5 Key Elements
- correctly identifies all key elements

18 Look at the Nutrition Facts labels for both cereal boxes.

What is one serving size?

*Hero Pops* 1 cup *Good Morning* 1 cup

How many total grams of fat are in one serving?

*Hero Pops* 6g *Good Morning* 1g

How many total grams of sugar are in one serving?

*Hero Pops* 210g *Good Morning* 200g

What percent of the daily value of vitamin A is in one serving?

*Hero Pops* 15% *Good Morning* 25%

What percent of the daily value of iron is in one serving?

*Hero Pops* 10% *Good Morning* 50%

Score Point 4
Doc ID# 118001
4 Key Elements

- correctly identifies 4 key elements
- 210g/200g sugar – incorrect

18 Look at the Nutrition Facts labels for both cereal boxes.

What is one serving size?

*Hero Pops* 1 Cup *Good Morning* 1 Cup

How many total grams of fat are in one serving?

*Hero Pops* _____ *Good Morning* _____

How many total grams of sugar are in one serving?

*Hero Pops* 6 g *Good Morning* 1g

What percent of the daily value of vitamin A is in one serving?

*Hero Pops* 15% *Good Morning* 25%

What percent of the daily value of iron is in one serving?

*Hero Pops* 10% *Good Morning* 50%

Score Point 3
Doc ID# 152219
3 Key Elements

- correctly identifies 3 key elements
- fat g - no response
- sugar g - incorrect

18 Look at the Nutrition Facts labels for both cereal boxes.

What is one serving size?

*Hero Pops* 2 *Good Morning* 1

How many total grams of fat are in one serving?

*Hero Pops* 6 *Good Morning* one

How many total grams of sugar are in one serving?

*Hero Pops* 15 *Good Morning* 25

What percent of the daily value of vitamin A is in one serving?

*Hero Pops* 15% *Good Morning* 25%

What percent of the daily value of iron is in one serving?

*Hero Pops* 0 *Good Morning* 50

Score Point 2
Doc ID# 152178
2 Key Elements

- correctly identifies 2 key elements – fat/vitamin A
- serving size - incorrect
- sugar g – incorrect
- iron - incorrect

18 Look at the Nutrition Facts labels for both cereal boxes.

What is one serving size?

*Hero Pops* 1 cup *Good Morning* 1 cup

How many total grams of fat are in one serving?

*Hero Pops* 2 grams *Good Morning* 0 grams

How many total grams of sugar are in one serving?

*Hero Pops* 3 grams *Good Morning* 1 grame

What percent of the daily value of vitamin A is in one serving?

*Hero Pops* 3 grams *Good Morning* 6 grams

What percent of the daily value of iron is in one serving?

*Hero Pops* 4 grames *Good Morning* 15 grames

Score Point 1
Doc ID# 114712
1 Key Elements

- correctly identifies 1 key elements - serving size
- all others - incorrect

18 Look at the Nutrition Facts labels for both cereal boxes.

What is one serving size?

*Hero Pops* 15 *Good Morning* 15

How many total grams of fat are in one serving?

*Hero Pops* 2 *Good Morning* 9

How many total grams of sugar are in one serving?

*Hero Pops* 5 *Good Morning* 14

What percent of the daily value of vitamin A is in one serving?

*Hero Pops* 50 *Good Morning* 50

What percent of the daily value of iron is in one serving?

*Hero Pops* 50 *Good Morning* 10

Score Point 0
Doc ID# 125694
No Key Elements
- all responses incorrect

19 Compare the information on the two labels. Write the name of the cereal that is more nutritious and give two reasons why the cereal you chose is more nutritious.

Name of cereal: Good Morning

1. Has more iron than Hero Pops

2. Has more vitamin A.

Score Point 2
Doc ID# 118001
2 Key Elements
- Good Morning
- 1. more iron = higher in iron
  2. more vitamin a= higher in vitamin A

19 Compare the information on the two labels. Write the name of the cereal that is more nutritious and give two reasons why the cereal you chose is more nutritious.

Name of cereal: good Morning

1. If has least stuff.

2. It ant all fat stuff

Score Point 1
Doc ID# 114705
1 Key Elements
- Good Morning
- 1. least stuff - incorrect
  2. "ant" (ain't) all fat stuff - incorrect/too general

19 **Compare the information on the two labels. Write the name of the cereal that is more nutritious and give two reasons why the cereal you chose is more nutritious.**

**Name of cereal:** Hero pops

1. calcian 0%

2. iron 10%

Score Point 0
Doc ID# 114719
No Key Elements
>incorrect cereal choice-no credit